1.3 EXPECTATIONS
POST, DEFINE, AND TEACH THREE TO FIVE POSITIVE CLASSROOM EXPECTATIONS

Description and Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Empirical Support and Resources
What key strategies can I use to support behavior in my classroom?	*How can I use this practice in my elementary classroom?*	*How can I use this practice in my secondary classroom?*	*What should I avoid when I'm implementing this practice?*	*What evidence supports this practice, and where can I find additional resources?*
• If in a school implementing a multi-tiered behavioral framework, such as school-wide PBIS, adopt the three to five positive school-wide expectations as classroom expectations • Expectations should be observable, measurable, positively stated, understandable, and always applicable • Teach expectations using examples and non-examples and with opportunities to practice and receive feedback • Involve students in defining expectations within classroom routines (especially at the secondary level) • Obtain student commitment to support expectations	• **Post:** – Prominently in the classroom – Example: Be safe, Be respectful, Be ready, Be responsible • **Define** for each classroom setting or routine: – Being safe means hands and feet to self during transitions – Being safe means using all classroom materials correctly • **Teach:** – Develop engaging lessons to teach the expectations – Regularly refer to expectations when interacting with students (during prompts, specific praise, and error corrections)	• **Post:** – Prominently in the classroom – Example: Be respectful, Be responsible, Be a good citizen, Be ready to learn • **Define** for each classroom setting or routine: – Being respectful means using inclusive language – Being responsible means having all materials ready at the start of class • **Teach:** – Develop engaging lessons to teach the expectations – Regularly refer to expectations when interacting with students	• Assuming students will already know your expectations • Having more than five expectations • Listing only behaviors you do *not* want from students (e.g., no cell phones, no talking, no gum, no hitting) • Creating expectations that you are not willing to consistently enforce • Selecting expectations that are inappropriate for developmental or age level • Choosing expectations that do not sufficiently cover all situations • Ignoring school-wide expectations	• A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks[6] • Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement[7] Case Study: http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ICS-003.pdf Podcast: http://pbismissouri.org/archives/1243 Videos: http://louisville.edu/education/abri/primarylevel/expectations/group

[6] Brophy, 2004
[7] Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996